



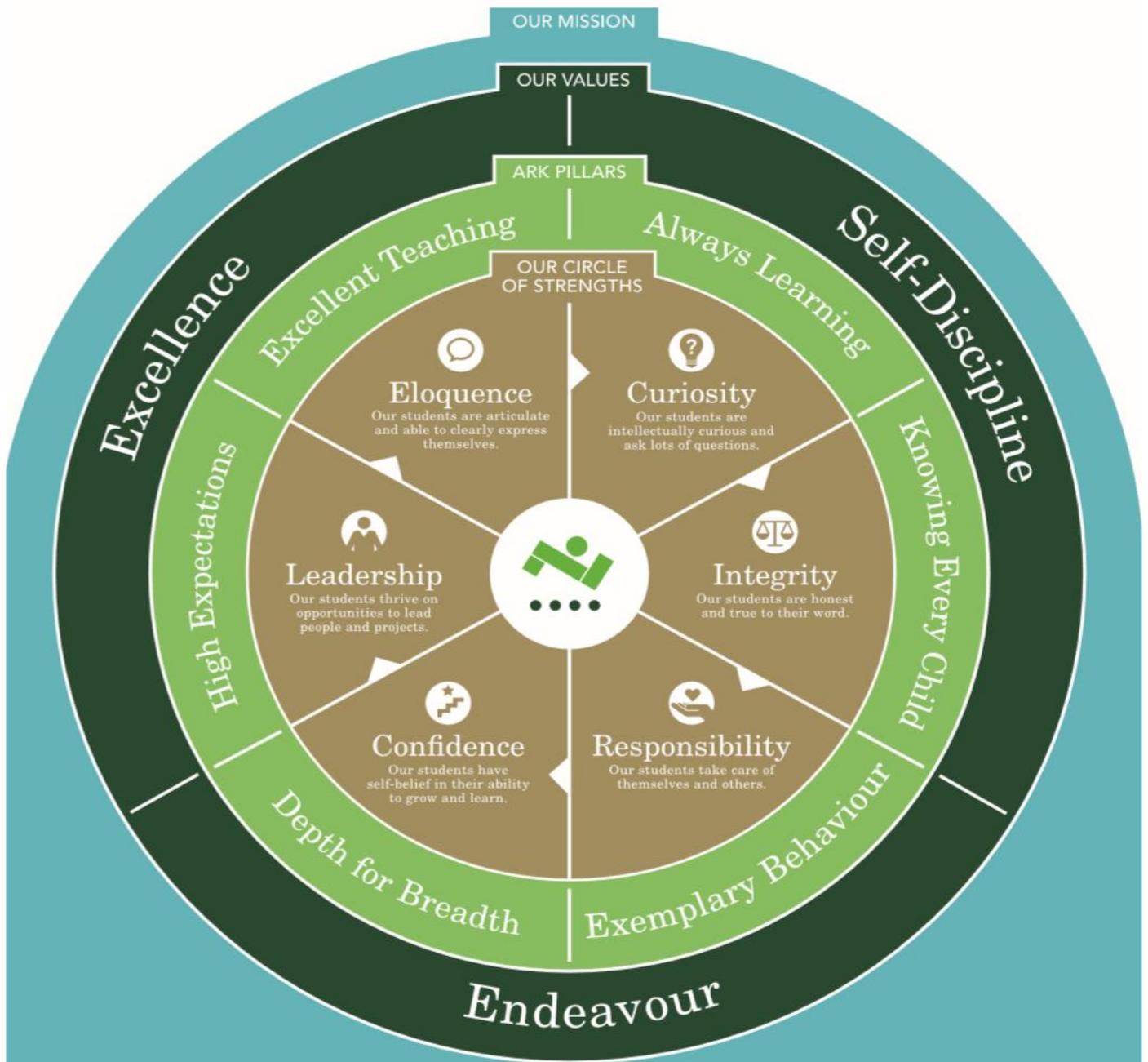
Ark Evelyn Grace
Academy

Year 7

Curriculum Overview

2020-21





We provide a transformational education that enables our students to live happy and fulfilling personal and professional lives.

‘Cleverer and kinder every day’

Cleverer and kinder every day

Our Curriculum Vision

Intent

Knowledge-rich - At the heart of our curriculum is knowledge and information that adds to our students' cultural capital. We have designed a curriculum which is of relevance to our context and student body and develops their knowledge of cultural diversity. Our curriculum is designed to ensure that students retain this knowledge, as the more you know the more you can think about, as you cannot think about that which you do not know. We have decided what the key knowledge is which will enable our students to leave our academy cleverer and kinder. It is shared with staff in our schemes of learning front sheets and through co-planning, and it is shared with our students and parents in curriculum booklets.

Vocabulary-rich – our curriculum is vocabulary-rich, as closing the advantage gap is about closing vocabulary gaps between word poor and word rich households. Our schemes of learning and individual lessons have set vocabulary which form the foundations of our whole-school approach to eloquence. Our heads of department have thought carefully about their vocabulary strategy, consistently using shared vocabulary acquisition techniques in their planning, along with mapping out the key vocabulary that students need to acquire across both key stages within their subject.

Mastery – our curriculum includes well-planned opportunities to retrieve essential knowledge and master its application. After every summative assessment, we use question-level analysis to plan our review lessons and revision schemes of work so that knowledge gaps are closed. We interleave prior knowledge by embedding low-stakes quizzes into schemes of learning.

Progression planning - We have identified the essential knowledge for each subject in each year, reflecting on the sequencing of our units of work and the core knowledge within them. The curriculum therefore sequences this knowledge in an order which creates schema which grow and develop in our students' minds. This allows students to complete each key stage with an excellent understanding within every subject that they study, supporting them to go on and achieve excellence in their next steps in education. Alongside academic progression, we support our students to develop their character strengths through our character curriculum. This has been mapped across the five years to ensure that they become kinder as well as cleverer and can go on to lead healthy, happy lives.

Fertile Questions – all our schemes of learning use fertile questions to stimulate our students' curiosity and develop their independent learning. These thought-provoking, overarching questions require considered responses from our students. Each lesson provides students with the knowledge that they then apply to develop an informed answer to the scheme of learning's fertile questions.

Enrichment - We offer a very broad and varied enrichment programme so that students may explore and develop their talents and character beyond the classroom. We enrich our curriculum with trips and visits, guest speakers, drop-down days and special themed weeks.

Implementation

Groupings – Due to the restrictions placed on us by the ongoing COVID-19 pandemic we have made a number of changes to groupings for the next academic year. Students are usually set across the core subjects (English, Maths and Science) in all year groups using prior and current attainment data. Due to the need to keep students in a consistent class as much as possible next year key stage three groups will be mixed ability. The exception to this will be the group of students who study Mandarin who will need to be taught together. Students in Year 7 are being set in modern foreign languages using the Swedish language ability test. Students who have excelled in languages follow the Mandarin excellence programme (MEP). There is a focus on the core but time is still devoted to practical and expressive subjects.

Careful groupings can significantly improve student progress and we are committed to taking the time and effort required to get groupings right for our students. Groups are reviewed throughout the year, and changes

made where appropriate.

Options - Option groups across Key Stage 4 are mixed achievement but students receive guidance and advice on their option choices. Options blocks have been created to maximise the chances of our students getting the combination of subjects they want, whilst making the best use of resources.

Planning - Our curriculum has been thoroughly planned with high expectations and challenge, thinking about what we are teaching and the context and sequence of topics. Each subject has a curriculum overview for both key stages and a scheme of learning for each unit that a year group studies. Each departmental scheme of learning is designed to deliver the four-part lesson structure. Departments have timetabled **co-planning** time to train teachers on how to deliver highly effective lessons and to prepare and adapt their departmental curriculum. Our teaching essentials guide and weekly training support our teachers to improve their practice further.

Four Part Lessons – our lessons centre around a single measurable objective and are organised into four parts: **Do Now** - where students either retrieve prior learning or connect with new knowledge and concepts; **Activation** – where students are introduced and taught new knowledge, vocabulary and concepts; **Demonstration** - where students are required to demonstrate their understanding of knowledge from this lessons and prior lessons and apply it to a sufficiently challenge activity; **Consolidation** - where students review their learning with their teacher.

The implementation of our curriculum prioritises four whole school approaches to learning:

SAY IT: Eloquence and vocabulary are key to our students becoming cleverer and kinder.

KNOW IT: Our curriculum is knowledge-rich with embedded strategies to help our students memorise and apply essential knowledge through spaced practice and interleaving.

WRITE IT: We have a whole school approach to improving the quality of writing.

DO IT: We plan our curriculum, including the character curriculum, to support our students to show the strength of character and self-discipline that it takes to become cleverer and kinder

Impact

The impact of our curriculum will be reflected in our outcomes across every year and also how our students act, perform and how they are perceived in our local community.

To support this, we carefully analyse attainment data across all subject areas, implementing strategies and embedding changes into our curriculum to help to close gaps. We also identify target students who attend mastery lessons after school, again so that the gaps in understanding are bridged. We also monitor attendance and outcomes in enrichment activities. In Year 11, we carefully monitor and track our student destinations.

Subject Allocations

Subject	Y7
English	6
Maths	6
Science	5
Spanish/French/Mandarin	3
History	2
Geography	2
Religious Education	1

Art/DT/Drama Carousel	2
Music	1
PE	2
30	

Assessment

At EGA, assessing students learning is a vital component of every lesson and every unit of work. This involves checking how students are doing with each new concept, idea or skill introduced. If we find out a student doesn't 'know it', we review how we taught it and go back and approach the learning in a different way. This could be giving students more practice or a different way of consolidating their learning.

Assessment takes place in lessons on an ongoing basis and could include in-class targeted questioning, evaluative tasks, whiteboards/traffic lights, short quizzes, etc.

This feeds into the Assessment cycle where students will take formal assessments that take place during the times shown below. We will use that data to set students where appropriate and to inform interventions.

Term	Type	Subjects	Dates
Autumn	Assessments – diagnostic	All subjects	Monday 30 th November – Thursday 10 th December
Spring	Assessments – diagnostic	All subjects	Monday 15 th March – Monday 26 th March
Summer	Assessments - summative	All subjects	Monday 22 nd June – Thursday 1 st July

Below you will see what reports you should expect to receive and when. You may receive reports on Parents Evening (Thursday 9th January) or by post.

Year group	Autumn - December	Spring	Summer - July
7	Data report		Data report Tutor report

Curriculum Overview

The following documents the essential knowledge and skills that all our Year 7s will need to know in each subject area.

English (Mastery) – Year 7	
Term 1	<p>Literary Heritage - ‘Oliver Twist’ by Charles Dickens Life in Victorian London What was it like to be poor in Victorian London? The workhouse – Why were people there? What were the conditions like? The Poor Law – why was this so important to Dickens? How did it impact people? The form of the novel: Structure; Vocabulary; Sequence Characters Oliver – how does Dickens create sympathy for Oliver? The Artful Dodger – has he been groomed by Fagin? How would he survive if not by crime? Morality Who is responsible for the poor? Grammar and Writing (across Terms 1 and 2) - Composing a topic sentence; the subject; subject/verb agreement; the past simple tense</p>
Term 2	<p>Literary Heritage - ‘Oliver Twist’ by Charles Dickens Victorian Crime How did Oliver become involved in pickpocketing? How can we link crime to poverty?</p>

	<p>Violent assault – focusing on Bill Sikes. Murder – how does murder make the reader feel about Bill Sikes? Characters: Fagin – his role as a master criminal Bill Sikes – comparing how violent his language and actions are to people and animals Nancy – why does Nancy try and save Oliver even though it puts her in danger? Morality Is crime ever acceptable? What can fear make people do?</p>
Term 3	<p>Literary Heritage – ‘A Midsummer Night’s Dream’ by Shakespeare Life in Elizabethan England: Context and the role of women The role of theatre as entertainment Life in ancient Athens: The role of power and how people ruled in Ancient Greece How family was different in Ancient Greece Shakespeare’s life: Marriage and the life of Shakespeare in Elizabethan England A history of his writing The four lovers: Hermia; Helena; Lysander; Demetrius Grammar for Writing (across Terms 3 and 4) - Using evidence; pronoun ambiguity, prepositional phrases; run-on sentences; punctuating speech</p>
Term 4	<p>Literary Heritage – ‘A Midsummer Night’s Dream’ by Shakespeare The love potion: What role does Puck play in the love potion? Is the love potion good or bad? Elizabethan family: The role of parents in Elizabethan England What were the duties expected of children? The form of a play: structure; stage directions; comedy</p>
Term 5	<p>Literary Heritage – Poetry Anthology Structure and the use of metaphor Poetic forms: ballad; ode; haiku ‘The Tyger’ Grammar for Writing (across Terms 5 and 6) - Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing</p>
Term 6	<p>Literary Heritage – Poetry Anthology Poetic forms: free verse ‘The Eagle’ Lives of Tennyson and Blake, Phoebe Hesketh – how their lives and the times they lived in influenced their writing</p>
Homework	Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research
To stretch myself...	I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca.
KS4 Exam Board	AQA

Mathematics – Year 7

Term 1	<p>Making Generalisations about the Number System Unit 1 – Number Systems and Axioms</p> <ul style="list-style-type: none"> • Place value systems including base 10 and other bases • Commutativity, associativity and distributivity <p>Unit 2 – Factors, Multiples and the Order of Operations</p> <ul style="list-style-type: none"> • Factors, multiples and primes • Square and cube numbers • Representing the structure of number • Establishing the order of operations
Term 2	<p>Unit 3 – Positive and Negative Numbers</p> <ul style="list-style-type: none"> • Negative numbers in context • Using negative numbers with all four operations <p>Unit 4 – Expressions, Equations and Sequences</p>

	<ul style="list-style-type: none"> • Finding missing terms in sequences • Finding the n^{th} term • Writing expressions • Recognising equivalent expressions • Forming equations
Term 3	<p>2D Geometry</p> <p>Unit 5 – Angles</p> <ul style="list-style-type: none"> • Measuring and drawing angles • Angles on a straight line and around a point • Angles in parallel lines • Creating expressions from angle facts <p>Unit 6 – Classifying 2D shapes</p> <ul style="list-style-type: none"> • Classifying polygons according to their properties • Rotational and line symmetry • Area of triangles and quadrilaterals • Formulae and solving equations <p>Unit 7 – Constructing triangles and quadrilaterals</p> <ul style="list-style-type: none"> • Using a ruler, protractor and compasses to construct 2D shapes • Using properties of quadrilaterals and triangles to explore standard constructions
Term 4	<p>The Cartesian Plane</p> <p>Unit 8 – Coordinates</p> <ul style="list-style-type: none"> • Plotting points in all four quadrants • Horizontal and vertical lines • Midpoints of line segments • Problem solving on a coordinate grid <p>Unit 9 – Area of 2D Shapes</p> <ul style="list-style-type: none"> • Area of triangles and quadrilaterals • Formulae and solving equations <p>Unit 10 – Transforming 2D Figures</p> <ul style="list-style-type: none"> • Translation, rotation and reflection of an object on a cartesian plane • Enlargement by a positive scale factor
Term 5	<p>Fractions</p> <p>Unit 11 – Primes, Factors and Multiples</p> <ul style="list-style-type: none"> • Prime factor decomposition • Lowest Common Multiples and Highest Common Factors • Square and Cube roots <p>Unit 12 – Fractions</p> <ul style="list-style-type: none"> • Equivalent fractions • Converting between fractions and decimals • Recurring decimals • Multiply and divide fractions • Fractions of amounts • Mixed numbers and improper fractions • Addition and subtraction of fractions
Term 6	<p>Ratio and Proportion</p> <p>Unit 13 – Ratio</p> <ul style="list-style-type: none"> • Ratio notation • Understand the relationship between ratio and fractions • Working with ratios and quantities <p>Unit 14 – Percentages</p> <ul style="list-style-type: none"> • Equivalence to fractions and decimals • Percentages of an amount • Percentage increase and decrease • Finding the original amount • Using percentages, fractions and decimals in different contexts including probability
Homework	<p>We will be using HegartyMaths. 2 pieces will be set by your teacher each week and you must meet the following expectations.</p> <ol style="list-style-type: none"> 1. You watch the video and copy the examples/make notes in your maths book. 2. You complete the quiz online and show your working out in your maths book.

	3. You mark the quiz in your book and make any corrections. Re-do the quiz if you get less than 70%.
To stretch myself...	You can look at the building blocks available on HegartyMaths and complete more challenging content from the topic you are currently covering or revisit a topic you have already been taught.
KS4 Exam Board	Edexcel/Pearson

Science (KS3) – Year 7	
Term 1	<p><u>P1.1 Forces</u> P1.1.1 What is the difference between a contact and non-contact force? P1.1.2 How can forces change the shape of an object? P1.1.3 How does air resistance slow down a moving object? Core Practical: Investigate how different surfaces affect friction. P1.1.4 How are mass and weight different? P1.1.5 What is the difference between balanced and unbalanced forces?</p> <p><u>C1.1 Particle Model</u> C1.1.1 How are the particles in a solid, liquid and gas different? C1.1.2 What are the properties of the three states of matter? C1.1.3 What happens to the particles of a solid as it melts into a liquid? C1.1.4 What happens to the particles in a liquid when the boiling point is reached? C1.1.5 Explain the difference between boiling and evaporation. C1.1.6 Why is the rate of diffusion faster in a gas than a liquid? Core Practical: How does temperature affect the rate of diffusion? C1.1.7 Why does a balloon get smaller if it gets cold?</p>
Term 2	<p><u>B1.1 Cells</u> B1.1.1 How do we know what cells look like? B1.1.2 How are plant and animal cells similar? Core Practical: Using microscopes to look at plant cells. B1.1.3 How are different cells adapted to their functions? B1.1.4 How do substances move in and out of cells? B1.1.5 What is the difference between a unicellular and multicellular organism?</p> <p><u>P1.2 Sound</u> P1.2.1 What is a wave, what are their features and what properties do they have? P1.2.2 How are sounds made? Core Practical: Investigating the speed of sound. P1.2.3 How does sound vary? P1.2.4 How do we detect sound? P1.2.5 How do dolphins and bats use echoes to catch their prey?</p>
Term 3	<p><u>C1.2 Elements, Atoms and Compounds</u> C1.2.1 What is an element and what do we use them for? C1.2.2 Why do different elements have different properties? C1.2.3 Why are the properties of a compound different from the properties of its elements? Core Practical: Investigating how the properties of iron, sulfur and iron sulfide differ. C1.2.4 Why is the chemical formula of a substance more useful than the name?</p> <p><u>C1.3 Reactions</u> C1.3.1 How can we tell if there is a chemical reaction? C1.3.2 How can we represent chemical changes? C1.3.3 What happens when something burns? Core Practical: Investigating the energy released by different fuels. C1.3.4 How is thermal decomposition different to other types of reaction? C1.3.5 How do we know that we're not destroying atoms when we burn fuels? C1.3.6 Why do some reactions feel warm and others feel cold?</p> <p><u>B1.2 Body Systems</u></p>

	<p>B1.2.1 How do millions of cells work together to make one organism? B1.2.2 How does the human breathing system enable the exchange of gases? B1.2.3 How do the muscles work to make us inhale and exhale? B1.2.4 What are the functions of the human skeleton? B1.2.5 What would happen if we had no joints? B1.2.6 How do muscles work to bring about movement?</p>
Term 4	<p><u>B1.2 Body Systems</u> Core Practical: Investigating how quickly our muscles get tired.</p> <p><u>P1.3 Light</u> P1.3.1 How does light travel? Core Practical: Investigating how light acts when it hits different objects. P1.3.2 What happens when light reflects off an object? P1.3.3 What happens when light travels from one medium into another? P1.3.4 How is the eye like a camera? P1.3.5 What is happening when we see colours?</p> <p><u>C1.4 Acids and Alkalis</u> C1.4.1 What is the difference between acids and alkalis? C1.4.2 How can we determine the pH of a solution? C1.4.3 What happens when we mix acids and alkalis together? C1.4.4 How can we use acids and alkalis to make salts? Core Practical: Making a salt using a chemical reaction.</p> <p><u>B1.3 Reproduction</u> B1.3.1 What changes take place during adolescence? B1.3.2 How do the male and female reproductive systems enable sexual reproduction to take place? B1.3.3 How does a sperm and egg develop into a baby? B1.3.4 How does the uterus support the healthy development of the foetus during gestation?</p>
Term 5	<p><u>B1.3 Reproduction</u> B1.3.5 How does the body prepare for pregnancy? B1.3.6 How is a flower adapted for pollination? B1.3.7 What things affect whether a seed will grow or not? B1.3.8 Why do coconuts float and the tops of dandelions blow in the wind?</p> <p>Physics Revision – Forces, Sound and Light</p> <p>Chemistry Revision – Particle model, Elements, atoms and compounds, Reactions, and Acids and alkalis.</p> <p>Biology Revision – Cells, Body Systems and Reproduction</p>
Term 6	<p><u>P1.4 Space</u> P1.4.1 What can we see in the night sky? P1.4.2 What are the similarities and differences in the planets of our solar system? P1.4.3 What causes the days, seasons and years? P1.4.4 Why does the moon change shape and what is an eclipse? Core Practical: Making a scale model of the solar system.</p>
Homework	<p>Seneca online homework Half-termly home learning booklet</p>
To stretch myself...	<p>Answer the fertile questions in depth Write fertile questions of your own Investigate science in the news</p>
KS4 Exam Board	AQA

Mandarin (MEP) – Year 7	
Term 1	<p>1.1.1. <u>My life - Who am I?</u> 1.1.2. Learning Mandarin pronunciation 1.1.3. Learning a song in Mandarin for European Day of Languages</p>

	<p>1.1.4. Using the present tense with key verbs</p> <p>1.1.5. Introducing yourself and your family</p> <p>1.1.6. Describing when your birthday is</p> <p>1.1.7. Talking about pets</p>
Term 2	<p>1.1.8. <u>Free-time activities - What do you think Chinese people do during their free time?</u></p> <p>1.1.9. Describing what activities you do in your free-time</p> <p>1.1.10. Talking about weather</p> <p>1.1.11. Talking about sports</p> <p>1.1.12. Giving opinions and reasons</p> <p>1.1.13. Understanding key question words</p>
Term 3	<p>1.1.14. <u>My school & my subjects - How do you describe your school to a new Chinese student?</u></p> <p>1.1.15. Saying which subjects you study</p> <p>1.1.16. Giving opinions about school subjects</p> <p>1.1.17. Describing your school</p> <p>1.1.18. Talking about break time</p> <p>1.1.19. Using there is/ there isn't</p> <p>1.1.20. Using sequencers such as: firstly, secondly, then...</p>
Term 4	<p>1.1.21. <u>My family, my friends, my house & revision/ exam skills - What is your family like?</u></p> <p>1.1.22. Describing your family</p> <p>1.1.23. Describing hair and eye colour</p> <p>1.1.24. Describing what others look like</p> <p>1.1.25. Describing where you live</p> <p>1.1.26. Learning memorisation techniques and revision skills</p>
Term 5	<p>1.1.27. <u>My City - What makes living in your area special?</u></p> <p>1.1.28. Describing your town/village</p> <p>1.1.29. Telling the time</p> <p>1.1.30. Ordering in a café</p> <p>1.1.31. Saying what you are going to do at the weekend</p> <p>1.1.32. Using the future tense</p> <p>1.1.33. Using present and future tense together</p> <p>1.1.34. Memorisation techniques and strategies</p>
Term 6	<p>1.1.35. <u>Revision of key vocab and verbs/ exam skills in preparation for EOY exam</u></p> <p>1.1.36. Revision and memorisation skills</p> <p>1.1.37. Exam strategy and techniques</p> <p>1.1.38. Closing gaps</p> <p>1.1.39. Answering and forming questions</p>
Homework	<p>A weekly vocabulary test (20 words per week). Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons.</p>
To stretch myself...	<p>Learn an extra 10 words per week/ complete extension task on hand-out Use revision website: Go Chinese Use the Revision Edexcel GCSE (9-1) Mandarin Pearson Revision Guide to review previous topics.</p>
KS4 Exam Board	Edexcel/Pearson

Spanish (KS3) – Year 7

Term 1	<p><u>My life- an introduction to Spanish: What does a perfect Spanish accent sound like?</u></p> <p>1.1.40. Learning about phonics and Spanish pronunciation</p> <p>1.1.41. Memorisation techniques and strategies</p> <p>1.1.42. Learning a song in Spanish for European Day of Languages</p> <p>1.1.43. Using adjectives that end with 'o' or 'a'</p> <p>1.1.44. Using the present tense with key verbs</p> <p>1.1.45. Introducing yourself and your family</p> <p>1.1.46. Describing when your birthday is</p> <p>1.1.47. Talking about pets</p>
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Term 2	<p><u>Free-time activities: Does weather really have an impact on how you choose to spend your free time?</u></p> <p>1.1.48. Describing what activities you do in your free-time 1.1.49. Talking about weather 1.1.50. Talking about sports 1.1.51. Using key 'AR' verbs 'jugar' (to play) and 'hacer' to do 1.1.52. Giving opinions and reasons 1.1.53. Understanding key question words 1.1.54. Preparing students for a spelling bee competition</p>
Term 3	<p><u>My school & my subjects: How is school different in Spanish-speaking countries?</u></p> <p>1.1.55. Saying which subjects you study 1.1.56. Giving opinions about school subjects 1.1.57. Describing your school 1.1.58. Talking about break time 1.1.59. Using hay and no hay (there is/ there isn't) 1.1.60. Using verbs that end in 'ER' and 'IR'. 1.1.61. Using sequencers such as: firstly, secondly, then...</p>
Term 4	<p><u>Introducing myself and others/ revision & exam skills: Who am I?</u></p> <p>1.1.62. Describing your family 1.1.63. Describing hair and eye colour 1.1.64. Describing what others look like 1.1.65. Describing where you live 1.1.66. Using verbs 'TENER', 'SER' and 'ESTAR' to describe people and places. 1.1.67. Learning memorisation techniques and revision skills</p>
Term 5	<p><u>My city: What makes living in your area unique?</u></p> <p>1.1.68. Describing your town/village 1.1.69. Telling the time 1.1.70. Ordering in a café 1.1.71. Saying what you are going to do at the weekend 1.1.72. Using the verb 'IR' and using the future tense 1.1.73. Using present and future tense together 1.1.74. Memorisation techniques and strategies</p>
Term 6	<p><u>Revision & exam skills in preparation for EOY exam</u></p> <p>1.1.75. Revision and memorisation skills 1.1.76. Exam strategy and techniques 1.1.77. Closing gaps 1.1.78. Answering and forming questions 1.1.79. Studying 'El Libro de La Vida'- End of Year film project to improve cultural understanding of Hispanic communities</p>
Homework	<p>A weekly vocabulary test (10 words per week) linked to QUIZLET.COM. Use the vocabulary list given for each module. A grammar or reading task to support learning in lessons given by class teacher.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out Use revision website: Quizlet.com, Memrise.com, BBC bitesize Use the Revision Edexcel GCSE (9-1) Spanish Pearson Revision Guide to review previous topics. Use phone app: Duolingo.com, Quizlet.com</p>
KS4 Exam Board	Edexcel/Pearson

Geography (KS3) – Year 7

Term 1	<p>Passport to geography Introduction to geography - What are the main features of geography Introduction to the earth – Where are the different continents and oceans Three types of geography – What is the difference between human, physical and human geography Map features – What does a map need Direction – How to use a compass rose Distance – how to use scale and calculate distance on a map. Grid references – how to use 4 and 6 figure grid references on map.</p>
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	Height – How to read contour lines
Term 2	<p>Plate tectonics</p> <p>Structure of the Earth – Identifying and naming the different sections of the earth</p> <p>Continental drift – Explaining how convection currents make sections of the earth move</p> <p>Plate margins – Explaining the difference between destructive, constructive and conservative plate margins</p> <p>Tectonic hazard distribution – Where earthquakes and volcanoes can be found and how to describe their location</p> <p>Volcanoes – The features of a volcano</p> <p>Features of an earthquake – Naming and explaining the different features of an earthquake</p> <p>Case study: Sichuan earthquake effects – Explaining the primary and secondary effects of an earthquake</p> <p>Case study: Sichuan earthquake responses – explain the immediate and long term responses of an earthquake</p>
Term 3	<p>Weather</p> <p>What is weather _ Identifying the difference between weather and climate</p> <p>Measuring weather – Describing how different pieces of equipment measure different weather features</p> <p>Presenting weather data – Using bar and line graphs to present weather data</p> <p>Types of rain – Explaining the difference between convectional, relief and frontal rainfall</p> <p>Air pressure – Explaining how areas of low and high pressure form</p> <p>Climate – What is climate and</p> <p>Climatic zones – Where are the different climate zones and what are their features</p>
Term 4	<p>Climate change</p> <p>What is climate change – Explain the difference between climate change and global warming</p> <p>Evidence for climate change – How do we prove climate change is real</p> <p>Human causes of climate change – How do humans make climate change worse</p> <p>Natural causes of climate change – How can natural causes make climate change worse</p> <p>Effects of climate change – Explaining how our planet impacted by climate change</p> <p>Case study: Carteret Islands – Explaining the effects and responses to climate change in a named area</p> <p>Mitigation against climate change – Explaining how we can reduce the effects of climate change</p>
Term 5	<p>Urbanisation</p> <p>Urban change – Explaining how urban areas have grown over the years</p> <p>Mega cities – identifying the different mega cities and the features of each</p> <p>Urban change in the UK – Explaining how urban areas in the UK have changed</p> <p>Opportunities in London- Explaining why people may want to move to urban areas like London</p> <p>Challenges in London – Explaining the negative aspects of moving to a city</p> <p>Regeneration in London – Explaining how Stratford has gone through changes to improve the area</p>
Term 6	<p>Revision</p> <p>End of Year exam</p>
Homework	<p>Students will receive homework focusing on a particular topic that has been completed in class. These will align with the case studies and questions that will be in the end of course exam.</p>
To stretch myself...	<p>I could read the news on bbc.co.uk/news or bbc.co.uk/read National geographic or the New Scientist, watch bbc bitesize videos / national geographic website.</p>
KS4 Exam Board	AQA

History (KS3) – Year 7

Term 1	<p><i>What is Our History?</i></p> <p>Introduction to:</p> <ul style="list-style-type: none"> • Study of History • History skills • Road map for KS3 <p><i>Local History Study (Our Society)</i></p> <ul style="list-style-type: none"> • Brixton and Lambeth through History.
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Term 2	<p><i>WWI (Our challenges)</i></p> <ul style="list-style-type: none"> • Legacy • Causes • Trenches • Home Front • Medicine • How it ended
Term 3	<p><i>African Kingdoms (Our roots)</i></p> <ul style="list-style-type: none"> • Egypt • Mali Empire (Mansa Musa) • Kingdom of Benin
Term 4	<p><i>Votes for Women (Our rights)</i></p> <ul style="list-style-type: none"> • Position for women in 1900 • Argument for and against • Protest groups • Reaction • WWI and How women got the vote
Term 5	<p><i>Vikings (Our invaders)</i></p> <ul style="list-style-type: none"> • Legacy • Who were they • Why did they invade • How did they fight • How similar to our society
Term 6	<p><i>King John (Our rights)</i></p> <ul style="list-style-type: none"> • Who was King John • Why did he sign Magna Carta • Significance of Magna Carta
Homework	Students will complete wider research, exam questions, and revision for homework.
To stretch myself...	<ul style="list-style-type: none"> • Watch relevant documentaries and video clips on YouTube, Netflix, Amazon Prime, etc. • Complete further research using educational websites • Visit museums and art galleries to widen your contextual knowledge • Test yourself on your knowledge using knowledge organisers
KS4 Exam Board	Edexcel/Pearson

RE (KS3) – Year 7

Term 1	<p>Islam</p> <p>Explore the meaning of prophets, to know who Muhammad is and how he became a prophet. Explain the different sources of authority for Muslims and why each are important in helping them live a religious life.</p> <p>To explore several key aspects of Muslim Identity – including; Hijab, Prayer, Ummah. How do the 5 pillars of Islam influence Muslims?</p> <p>Evaluate the significance of Islamic belief in relations to lifestyle and outlooks of modern Muslims. Explore Muslim beliefs about judgement and the afterlife.</p> <p>Consider why Malcom x is an important figure?</p> <p>Understanding the importance of pilgrimage (Hajj) and why Muslims take part in it.</p>
Term 2	<p>Christianity</p> <p>Creation - How do Christianity and other religions explain our existences</p> <p>Outline different religious beliefs about creation</p> <p>Describe the birth of Jesus.</p>

	<p>Explain the Christian concept of love Explain the teachings of St. Paul? Why is it important? Consider the importance of festivals and why people celebrate.</p>
Term 3	<p>Buddhism To identify who Gotama Buddha and how did he become the founder of Buddhism? Describe the four sights of suffering Describe Siddhartha's enlightenment Outline the Four Noble Truths. Explain what the Eightfold Path is. Describe what happens in a vihara? Consider how Buddhist respond to suffering.</p>
Term 4	<p>Judaism Key ideas in the Jewish faith. Key figures and events in Jewish history. Describe why Abraham is important to Jews. Describe Moses' religious experience with God. Describe the Ten Plagues of Egypt Explain the meanings behind the celebration of Passover. Describe the festival of Hanukkah</p>
Term 5	<p>Sikhism What do Sikhs believe in? Describe what Sikhs believe about God. What is the Guru Granth Sahib? Consider why Guru Granth Sahib is important to Sikhs? Who is Guru Nanak? Describe the teachings of Guru Nanak Describe the five Ks in Sikhism</p>
Term 6	<p>Explain what the Khalsa is and why it is important to a Sikhs. Describe what happens inside a gurdwara To consider why Sikhs believe in helping people End of Year exam</p>
Homework	News diary, resource topics and exam questions
To stretch myself...	BBC Bitesize/ReligiousEducation/WorldReligions
KS4 Exam Board	WJEC/EDUQAS

Music (KS3) - Year 7

Term 1	<p>1.1 <u>Introducing the elements of music through theory and keyboard skills</u> 1.1.1 Introducing the treble and bass clef and their pitches 1.1.2 The elements of music with focus on: Pitch, Rhythm, Tempo 1.1.3 Perform keyboard pieces using the right hand (treble clef notes) 1.1.4 Perform keyboard pieces using the left hand (bass clef notes)</p>
Term 2	<p>1.3 <u>The Power of the Pentatonic</u> 1.3.1 Students perform and compose using the pentatonic scale 1.3.2 Using structure students will compose question and answer phrases 1.3.3 Students also improvise using the notes from the pentatonic scale 1.3.4 Students learn how to identify the pentatonic scale in various styles of music</p>
Term 3	<p>1.4 <u>The Instruments of the Orchestra</u> 1.4.1 Knowing the orchestral families and their sonority 1.4.2 Understanding the seating plan for the orchestra and the role of the conductor 1.4.3 Listening and analysing music from the masters 1.4.4 Learning and performing a piece of music from the masters as a class orchestra <i>*Students go on a trip to St Johns Wood to see an orchestra perform live</i></p>
Term 4	<p>1.5 <u>Form and Structure using Music Technology</u> 1.5.1 Learn about, binary, ternary and rondo form 1.5.2 Understand how to use music software Sibelius 1.5.3 Learn about composing devices used in classical music 1.5.3 Compose a piece of music in either binary, ternary or Music technology</p>

Term 5	<p>1.6 Performing as a band</p> <p>1.6.1 Learn the 4 chord song trick</p> <p>1.6.2 Learn to play these chords on the keyboard and the Ukulele</p> <p>1.6.3 Learn to sing various songs that based on the 4 chord song trick</p> <p>1.6.4 Perform one of the songs as a band</p>
Term 6	<p>1.7 Latin and Caribbean Fusions</p> <p>1.7.1 Learn the features of Latin rhythms and harmony</p> <p>1.7.2 Learn the features of Caribbean styles of music</p> <p>1.7.3 To sing and Perform ‘Oye Como Va’</p> <p>1.7.4 To sing and Perform ‘The Peanut Vendor’</p>
Homework	Homework will consist of listening and theoretical activities to embed learning in the lesson.
To stretch myself...	<p>https://www.educationquizzes.com/ks3/music/</p> <p>https://www.bbc.com/bitesize/subjects/zmsvr82</p>
KS4 Exam Board	Edexcel/Pearson

PE (KS3) – Year 7

Will be completing eight of the following sports throughout the year.

Football	<ul style="list-style-type: none"> - Passing – technique – short range passing drills and 4 v 4 keep ball - Shooting – technique – finishing and 2 v 1 attacking drills - Dribbling – technique – turn, control and 1 v 1 dribbling drills - Tactics – Developing understanding of width and space through conditioned games - Combination play in small sided situations - Combination play in 5 v 5 situations
Netball	<ul style="list-style-type: none"> - Footwork – receiving/pivot drill - Passing – footwork and passing drill - Defending – marking drills and 2v2, 4 v 4 keep ball. - Combination play in small sided situations - Positional play with implementation of positional rules
Rugby	<ul style="list-style-type: none"> - Handling – use of line setup and travelling - Passing – develop flat and deep passing - Tackling -front and side tackling drills - Rucking- Ball presentation and 1 v 1 clear out drills - Combination play in 3v3, 4 v4 and 5 v5 small sided situations - Development of physical contact
Volleyball	<ul style="list-style-type: none"> - Volley – technique drills (2’s progressing to 6’s) - Dig – technique drills with partner feeding - 3v3 progressing to 5 v5 combination play in small sided situations - Knowledge of rules in gameplay- maximum amount of hits, not returning from a serve and how to score
Badminton	<ul style="list-style-type: none"> - Serving – under arm and flick serve - Overhead clear – body position and technique - Net shot- body position and racquet position - Knowledge of rules in gameplay in singles and doubles
Fitness	<ul style="list-style-type: none"> - Effect of exercise on human body - Three key components of warm up - How to create and use circuit training, continuous training and interval training to improve aerobic fitness levels. - Knowledge of fitness test used to maximise sporting performance - Alternative methods of exercise- boxercise, yoga and aerobics
Handball	<ul style="list-style-type: none"> - Passing – technique drills and keep possession games - Dribbling – hand action and 1 v 1 speed drills - Shooting- Technique drills and shooting against active goal - Knowledge of rules in gameplay
Table tennis	<ul style="list-style-type: none"> - Serving – back hand and forehand - Drive – forehand drive and ready position - Net shot- Drop shot

	- Knowledge of rules in gameplay in singles
Basketball	- Dribbling - control/turning, transition box drills to pass or shoot - Passing – passing drills (chest, bounce and javelin) and 3-man weave - Shooting – set shoot and getting into correct shooting positions - 2v2 , 3 v 3 and 5 v5 combination play in small sided situations
Rounders/cricket	- Catching – basic skill development over distances - Throwing – basic skill development over distances - Batting – stance and approach style - Bowling- Basic skill development and accuracy drills - Receiving & handling in the field – barrier implementation - Team tactics and backing up at bases
Athletics	- Shot put – technical development and recording - Discus – technical development and recording - Javelin – technical development and recording - 100m – technical development and recording - High Jump-Technical development and recording - Long distance – technical development and recording - Long jump – technical development and recording
Homework	To watch YouTube clips or live matches of the sport being studied
To stretch myself...	1.Join an extra-curricular club to further develop ability and decision making 2.To complete GCSE PE moderation activities aiming to get band 5 3.To develop fitness levels and physical ability by joining a local team
KS4 Exam Board	OCR

Art (KS3) – Year 7

Term 1	<p>What is identity? How do artists communicate identity through art? Mind map of ideas concerned with identity, both personal and social, cultural and institutional – discuss issues around identity: Gender, Religion, Stereotyping, Bullying, Inequality and Racism</p> <p>Students to complete self-portraits from drawing - closely studying facial features and proportion, developing skills in line, tone, texture and form</p> <p>What components make up identity Aesthetic, Cultural, Social, Memory, Dreams, Genetics, Psychological factors, Experience/ circumstance Discuss and produce work in relation to 1-3 of these factors and an artist studied, quote from Carl Jung about memory. Learn how to respond to issues surrounding identity with artwork, how to critically reflect on the work of others, your own work and theme of identity, which skills are emerging and developing and how to push their drawing skills much further.</p> <p>Is Identity stable or fixed? Students to produce work in response to ‘producing feelings’ and homework to record dreams, thoughts and reflections and use their ideas to create a series of portraits that perform feeling through drawing/ painting. Write reflection on process – artists in focus – Francis Bacon, Frida Kahlo, and Tracey Emin How do artists communicate feeling through portraiture? How can I communicate feelings in my own work?</p> <p>Is identity genetic or learnt? Artist in focus – Marc Quinn/ Chuck Close – finger prints and artists self as canvas How do we learn identity and how is it produced in Art. How do I apply this knowledge and these ideas through portraiture? Students to create two portraits – how we see ourselves and how others see us Students to discuss and compare the differences between internal perception and presentation of identity to others in their drawing skills.</p>
Term 2	<p>Should art tell a story or pose a problem?</p> <p>Based on material shown by teacher students will discuss ideas about self-image, violence, plastic surgery body modification in relation to the manipulation of identity – why do we constantly want to change ourselves? How can we produce drawings from our ideas?</p>

	Students to decide on an issue with identity in society and create a portrait in response to communicate this problem Written reflection on the purpose and effectiveness of the work and ideas - artist in focus Cindy Sherman
Homework	Students will receive direct tasks that relate to their theme
To stretch myself...	Use BBC BITESIZE I could visit a free gallery such Tate Modern, The Saatchi Gallery, The National Gallery on an online gallery MOMA
KS4 Exam Board	AQA

Design and Technology (KS3) – Year 7

Term 1	Students will learn to develop specific Design and Technology terminology and be able to use terminology to discuss and evaluate design. Students will learn drawing techniques that will be applicable throughout their secondary DT curriculum - learning one/two-point perspective and isometric project. Students will develop their design communication skills through applying this drawing techniques.
Term 2	Students will carry out secondary research into brutalist architecture to understand their environment. Students will practice and continue to develop drawing techniques through a series of architectural studies by looking at our surroundings and brutalist architecture of London. Students will consider how design can impact on society, people, culture and our environment.
Homework	Research homework where they will be required to produce an information A4 page Drawing practice worksheets Worksheets on topics covered
To stretch myself...	I can practice different drawing techniques such as perspective (one/two) and isometric Visit Barbican, Hayward Gallery look at https://londonist.com/2012/05/londons-top-brutalist-buildings https://www.wallpaper.com/architecture/best-brutalist-architecture-london
KS4 Exam Board	AQA

Drama (KS3)– Year 7

Term 1	Year 7 Title of the unit: Naturalism and Abstract Theatre Part 1: Still Images and Story Elements (3 lessons) Students explore still images and narration to present a narrative, using basic performance techniques, using a written story as their stimulus. Key terms: Narration, Still Image, Transition, Chorus, Ensemble, Greek Theatre, Stimulus. Students assessed in class in lesson 3 on group performance and written self-evaluation (HW). Part 2: Mime and Short Scenes (3 lessons) Students build their performance skills to convey the emotions and intentions of their character using naturalistic techniques. Mime is introduced to establish space and objects, and students create a real-time performance as a group. Design elements such as props, set and costume to be introduced.
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	<p>Key terms: Naturalism, Characterisation, Facial Expression, Mime, Movements, Tone, Proxemics, Levels, Real-Time.</p> <p>Students assessed in class in lesson 3 on group performance and written self-evaluation (HW).</p>
Term 2	<p>Part 3: Sound and Movement (3 lessons) Students learn physical theatre techniques and abstract styles of performance to create atmosphere and to evoke a specific audience response, given an aural stimulus. Design elements such as sound and lighting to be introduced. Key terms: Physical Theatre, Abstract Performance, Atmosphere, Creative Intention, Soundscape, Audience Awareness.</p> <p>Students assessed in class in lesson 3 on group performance and written evaluation of another group's performance (HW).</p> <p>Part 4: Devising Theatre (3 lessons) Students are all given the same pictorial stimulus, and a different creative intention, and must devise a short performance using their chose elements and techniques to convey that intention to their audience. Students are encouraged to include additional design elements in their performance. This culminates in an End of Unit formal assessment.</p> <p>Key terms: Naturalism, Abstract Theatre, Physical Theatre, Stimulus, Intention, Effectiveness, Evaluation, Audience Response.</p> <p>Students assessed in class in lesson 3 on group performance and written evaluation.</p>
Homework	<p>Homework will be set weekly and will usually ask students to create a log of the work that has taken place during the lesson. This will be in the form of a worksheet that will be stuck into books the following lesson.</p>
To stretch myself...	<ul style="list-style-type: none"> • I will look for opportunities to be a leader during group-work. • I will get play scripts from the library and read them. • I will watch examples of devised performance on You Tube. • I will go to the theatre
KS4 Exam Board	<p>WJEC Eduqas</p>